



Government Item Specifications Grades 9–12

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Introduction

In 2014, Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. In 2017, groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

In the spring of 2021, Missouri educators came together again to review, update and revise these documents in response to the identification of Priority Standards from within the 2016 MLS.

This item specification document, which includes all Missouri grade level/course expectations, begins with the Tools of Social Science Inquiry, which are now the Priority Standards for Missouri Social Studies. Priority Standards are not new standards, but MLS identified by Missouri educators as foundational for an informed, engaged and contributing citizenry. **Priority Standards for Missouri Social Studies are not intended to be taught or assessed in isolation, but rather in tandem with relevant, supporting Missouri content standards.** They should be the foundation for instruction and assessment of all the Missouri Learning Standards Social Studies Expectations. [Priority Standards appear in blue through this document.](#)

This revised document serves as underpinning for the state-level summative, benchmark and large-scale assessment development process. However, it should also serve as a resource for local assessment development and may serve as a beginning element in local curriculum development. In particular, the identified details, examples and specific case studies included in the Item Specifications may be useful as local educator teams create, revise and/or enhance their curriculum and materials.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment. As a result of the 2021 team review, additional examples have been included in this section. While on state-level social studies assessment items students are not penalized for spelling or grammar errors, students should always be encouraged to use appropriate communication conventions. Further, on constructed response or short answer items, students should be reminded to answer the complete question.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways. These item stems are a new 2022 addition from the 2017 Item Specifications document.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

NOTE: These resources are currently organized by strand: *History: Continuity and Change, Government Systems and Principles, Geographical Study, Economic Concepts, People Groups and Cultures* which follows the guidelines of the EOC Assessment Blueprint.

However, when working with these documents for curriculum development, many educators have found organizing the Item Specification by theme to be more useful: *Historical Foundations, Structure of Government and Government in Action*. Other educators have organized these Item Specifications by particular curriculum unit, whether the course is taught thematically, chronologically, aligns with essential questions, follows by an inquiry approach or even is taught in an interdisciplinary manner.

Educators are encouraged to re-organize the Item Specifications in the ways most productive to their specific goals.

Government Priority Standards

History: Continuity and Change

Government: Priority Standard		9-12.GV.1.CC.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none"> • Ask questions: Why? Why there? Why then? What is the impact...? What is the real story....? What is the significance...? • Develop compelling questions and research the past. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take appropriate, informed action based on their learning 	
Strand MLS	History: Continuity and Change Create and use tools to analyze a chronological sequence of events related to a study of government.	
<u>Expectation Unwrapped</u> The student will use various types of timelines, diagrams, and primary sources to analyze events in government. The student will create various tools such as diagrams, charts, maps, and timelines. This could include placing events in their chronological order or using primary source material to identify cause and effect relationships between related events.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		<u>Sample Stems</u> <ul style="list-style-type: none"> • Based on the information in this source, which of the following events happened first and how do you know? Why does it matter? • How is ____ related to ____? • What can you infer about the events described ____? • How do the consequences of ____ (event) create ____ (situation)? Explain how you know. • What can you infer about the consequences of this event? • Can you place the following events in chronological order?
<u>Stimulus Materials</u> Reference stimulus materials listed in content-specific standard.		

Government: Priority Standard		9-12.GV.1.CC.B
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning	
Strand MLS	History: Continuity and Change Explain connections between historical context and peoples’ perspectives about government at the time.	
Expectation Unwrapped The student will explain how political, social, and economic circumstances of the time and place shaped the views and actions of individuals and institutions of a particular period.		DOK Ceiling – 3
		Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		Sample Stems <ul style="list-style-type: none">• The context of this passage suggests that the author ____.• The historical event/trend in this source was most likely written by someone who ____ because ____.• The information shown in this source would most likely ____.• How do these events of the past affect this person’s perspective?• According to this ____, how are different perspectives shown for the same event in history?• Read the following passages and identify which person would most likely have this perspective on ____ (topic).
Stimulus Materials Reference stimulus materials listed in content-specific standard.		

Government: Priority Standard		9-12.GV.1.CC.C	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning		
	Strand MLS	History: Continuity and Change Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product, which applies an aspect of government to a contemporary issue.	
Expectation Unwrapped The student will apply an aspect of government to explain or argue a contemporary issue: <ol style="list-style-type: none">1. Pose a compelling central question.2. Explain how the question builds on the ideas of experts.3. Use specific supporting questions grounded in expert ideas.4. Identify additional questions related to the central question.5. Consult multiple significant sources of various types.6. Analyze the strengths and weakness of other ideas.7. Apply an appropriate disciplinary lens to explain or argue in a precise nuanced way.8. Plan and deliver a presentation based on task, audience, and purpose.9. Make strategic use of multimedia presentations.		DOK Ceiling – 3	
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		Item Format Selected Response, Constructed Response, Technology Enhanced	
Stimulus Materials Reference stimulus materials listed in content-specific standard.		Sample Stems <ul style="list-style-type: none">• What would account for the different perspectives seen ____?• What would be an appropriate resource to use if you needed to find more information about ____? Explain why you think this.• What might be a question you would ask to learn more about ____ and how would you go about finding the resources you would need in order to answer it?• What information would you need to know in order to answer the question ____?• Using the information given, which of these would be the best central thesis statement?• Given ____ central statement, create ____ more statements that would support the author’s argument.• How does this author misuse or misplace information? Explain how it could be done better.• Based on ____, what can we infer this author might also support? What could this author do differently to make their argument stronger?	

Government: Priority Standard		9-12.GV.1.CC.D	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning		
	Strand MLS	History: Continuity and Change Using an inquiry lens, develop compelling questions about government, determine helpful resources and consider multiple points of views represented in the resources.	
Expectation Unwrapped The students will apply appropriate disciplinary lenses (concepts, knowledge, reasoning, tools, and viewpoints) to explain or argue about a government topic in a precise or nuanced way, while acknowledging the limitations of those lenses. The students will use reliable and relevant resources to support their research.		DOK Ceiling – 3	
		Item Format Selected Response, Constructed Response, Technology Enhanced	
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		Sample Stems <ul style="list-style-type: none">• What might be a question you would ask to learn more about ____ and how would you go about finding the resources you would need in order to answer it?• What might source “A” better support the question ____ than sources “B” and “C”? Explain your answer by citing specific evidence.• What research question could you develop to explore ____?• What would various groups say about ____?• Using multiple sources of information, create a central research question that someone could build a research-based response.• Analyzing these articles of information, how can you decipher which ones are untrue or are unreliable?• How might this article be helpful in answering ____? Which additional research questions could then be posed?	
Stimulus Materials Reference stimulus materials listed in content-specific standard.			

Government: Priority Standard		9-12.GV.1.CC.E	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning		
Strand MLS	History: Continuity and Change Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem.		
Expectation Unwrapped The students will clearly, thoroughly, and precisely define and analyze an issue tied to the government to understand its characteristics and causes, using multiple significant examples from different contexts. The students will clearly explain and prioritize opportunities and challenges in addressing an issue.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced	
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		Sample Stems <ul style="list-style-type: none">• Based on the information shown in the ____, what would you conclude is the most likely cause of ____ and why?• All of the following are causes of ____ except for ____.• Which of the following might be a motivation for leaders at the time to decide to ____ and why?• Why would ____ have caused ____?• How would a different decision on ____ possibly create different consequences?• Address the different possible consequences of ____ situation.	
Stimulus Materials Reference stimulus materials listed in content-specific standard.			

Government Systems and Principles

Government: Priority Standard		9-12.GV.1.GS.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning	
Strand MLS	Government Systems and Principles Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.	
Expectation Unwrapped The student will show that laws, policies, and processes have intended and unintended consequences for individuals and groups in society. The students will look at the past and present, identify cause and effect, to make predictions about the outcomes of a political decision, and be able to identify the subsequent consequences and benefits.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		Sample Stems <ul style="list-style-type: none">• Read the following excerpt from the ____ and select the most likely impact it had on citizens at the time.• Which of the following would be an example of an intended/unintended consequence of the ____?• The text of the ____ indicates that its intended purpose is to help individuals by addressing ____.• How does ____ affect individuals and groups?• Using ____, ____ and ____ describe the consequences of ____ governmental action.
Stimulus Materials Reference stimulus materials listed in content-specific standard.		

Government: Priority Standard		9-12.GV.1.GS.B
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning	
Strand MLS	Government Systems and Principles Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.	
Expectation Unwrapped The students will be able to develop a plan that seeks to solve a problem in their community, their state, or their country.		DOK Ceiling – 3
		Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		Sample Stems <ul style="list-style-type: none">• There is a problem with ____ in your community. Which of the following is an example of a responsibility of a citizen to address it?• How might a citizen/institution identify and fix a problem with ____?• How is ____ an example of a power citizens have to address ____ in their community?• Using ____ information and criteria, write a letter to a senator describing the cause for concern and possible solution.• Explain how ____ action is unconstitutional and is not within the realm of responsibility of this institution.
Stimulus Materials Reference stimulus materials listed in content-specific standard.		

Geographic Study

Government: Priority Standard		9-12.GV.1.G.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning	
Strand MLS	Geographic Study Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends about government.	
<u>Expectation Unwrapped</u> The students will create and use multiple relevant sources of various types (maps, visuals, charts, graphs, data, and diagrams) to make generalizations based on data supported by facts.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Reference stimulus materials listed in content-specific standard.		<u>Sample Stems</u> <ul style="list-style-type: none">• How is ____ as seen in the graphic related to ____?• What are the similarities between ____?• Given_____, how might the government do ____?• Using _____, _____, and _____ what can you infer about the information provided? How do you know?• Using _____, what consequences could be documented in a graph, map, or chart?• Provide an appropriate heading for information provided in the graph, chart, or map.

Government: Priority Standard		9-12.GV.1.G.B	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning		
Strand MLS	Geographic Study Analyze the relationship between of the geography of the original 13 colonies and the formation of United States government.		
<u>Expectation Unwrapped</u> The students will make observations about how physical and cultural geography have affected the creation of the U.S. Constitution, America’s Declaration of Independence, and historical changes to the processes of government.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		<u>Sample Stems</u> <ul style="list-style-type: none">• How did ____ geographic feature affect the formation of the US government?• How do you think ____ is related to ____? How do you know?• What evidence can you find that supports the following statement about the differences between the northern and southern colonies with regard to the formation of government structure? Explain your answer using evidence from the text.	
<u>Stimulus Materials</u> Reference stimulus materials listed in content-specific standard.			

Economic Concepts

Government: Priority Standard		9-12.GV.1.EC.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning	
Strand MLS	Economic Concepts Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals and governments.	
<u>Expectation Unwrapped</u> The students will define opportunity cost. The students will create a cost/benefit analysis for decisions that are made by both individuals (microeconomics) and institutions (macroeconomics).		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		<u>Sample Stems</u> <ul style="list-style-type: none">• How do the opportunity costs/benefits of ____ affect ____?• What can you infer about what ____ valued based on their decision to ____? Explain why you believe this to be true.• Based on the information provided, ____ can be determined about this economic decision. Explain how you know.• How does ____ decision affect individual decisions? Society? Government? How do you know?
<u>Stimulus Materials</u> Reference stimulus materials listed in content-specific standard.		

People, Groups, and Cultures

Government: Priority Standard		9-12.GV.1.PC.A
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning	
Strand MLS	People, Groups, and Cultures Using a government lens, describe how peoples’ perspectives shaped the sources/artifacts they created.	
Expectation Unwrapped The students, when analyzing primary resources, will be able to take into consideration point-of-view, bias, and audience and purpose, political, social, and economic circumstances of the time to develop historical empathy.		DOK Ceiling – 3
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		Item Format Selected Response, Constructed Response, Technology Enhanced
Stimulus Materials Reference stimulus materials listed in content-specific standard.		Sample Stems <ul style="list-style-type: none">• Looking at ____, how did it influence ____?• Based on the information provided, who would most likely have ____ and how can you tell?• Why might someone have created ____ and what does it say about ____? Explain your answer.• In what ways did the context of ____’s life and times impact what they wrote/created? Use evidence to support your response.• How do we see the context of ____’s life reflected in their words/images? Use evidence to support your response.

Government: Priority Standard		9-12.GV.1.PC.B	
Theme	Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems. <ul style="list-style-type: none">• Ask questions: Why? Why there? Why then? What is the impact...? What is the real story...? What is the significance...?• Develop compelling questions and research the past.• Anticipate and utilize the most useful sources to address their questions.• Develop and test claims and counter-claims to address their questions.• Take appropriate, informed action based on their learning		
Strand MLS	People, Groups, and Cultures Examine the origins and impact of social structures and stratification on societies, and relationships between peoples and governments.		
Expectation Unwrapped The students will be able to identify the cause-and-effect relationships of stratifications (social classes, economic classes, ethnicity, and gender) and the institutions that govern the people of those stratifications. The students will be able to articulate the challenges and benefits of diversity in a society.		DOK Ceiling – 3	
		Item Format Selected Response, Constructed Response, Technology Enhanced	
Content Limits/Assessment Boundaries Pair these skills to content for assessment. Reference content-specific standards (Themes 2-4) to identify appropriate placement to incorporate this tool of social science inquiry.		Sample Stems <ul style="list-style-type: none">• How did the existence of ____ impact US society at the time? What are the social, political, economic ramifications of that existence today?• What can you conclude about the impact of ____ based in the information provided in the source below? Explain your answer.• Which of the following statements best explains the impact of ____ on ____ during the ____? How do you know this?• How did ____ cause ____? What was the effect?• Using the information provided:<ul style="list-style-type: none">○ What controversial opinions might arise?○ What are some possible solutions a government could initiate that would address the multiple opinions on this controversial topic?• Explain how ____ affects the lives of different minorities.	
Stimulus Materials Reference stimulus materials listed in content-specific standard.			

Government Content Standards

History: Continuity and Change

Government: Content Standard		9-12.GV.2.CC.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas, which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand	History: Continuity and Change Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.	
MLS		
<u>Expectation Unwrapped</u> The students will be able to explain changes over time that expanded self-government to the colonies. This could include drawing connections between philosophies, historical events, and/or documents and a developing expectation by colonists for political and economic self-determination.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> This content may be assessed by, but not limited to, students citing historical events, people, and written history to explain their significance in expanding the concept of self-government. Assessment may include the following materials: <ul style="list-style-type: none"> • Events <ul style="list-style-type: none"> ○ Continental Congress ○ Salutary neglect ○ Establishment of colonial legislatures (House of Burgesses) • Philosophies <ul style="list-style-type: none"> ○ Social contract theory ○ The Enlightenment era • Documents <ul style="list-style-type: none"> ○ Mayflower Compact ○ Magna Carta ○ Common Sense 		<u>Sample Stems</u> <ul style="list-style-type: none"> • Construct a timeline to arrange items in order of the evolution of government in the English colonies. • Select three events from the list provided, and explain how they contributed to the changing expectations of self-rule. Be sure to explain your selections using specific examples. • Using ____, ____, and ____ analyze the evolution of self-rule in colonial America. • Using the information provided, describe how many colonists were willing to go to great lengths to achieve self-rule. • Using the evidence provided to explain differing viewpoints on colonial self-rule.
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.		

Government: Content Standard		9-12.GV.2.CC.B	
Theme	Historical Foundations The foundations of American government were shaped by western ideas, which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.		
Strand MLS	History: Continuity and Change Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.		
<u>Expectation Unwrapped</u> The student will be able to explain how John Locke’s natural rights and social contract theory are used in the Declaration of Independence. This could include making connections between the Declaration of Independence and John Locke’s writings, noting specific principles of government such as natural rights, social contract theory, right to revolution, and popular sovereignty.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> This content may be assessed by, but not limited to, comparing primary sources and the ideas in the Declaration of Independence. Students may be asked to identify or summarize the principle of government referenced in a quote or passage including the following: <ul style="list-style-type: none">• Natural rights• Unalienable rights• Right to revolution• Declaration of Independence• Consent of the governed• Social contract		<u>Sample Stems</u> <ul style="list-style-type: none">• Underline the pieces of the Declaration of Independence that reflect from classical and Enlightenment thought. Select one identified element and analyze the Enlightenment thought it reflects.• How are the ideas expressed in ____ related to the ideas found in the Declaration? Explain your answer.• Why might the Declaration have included the concept of ____ as seen the document below? Explain the connection to the justification for splitting from England.	
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.2.CC.C	
Theme	Historical Foundations The foundations of American government were shaped by western ideas, which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.		
Strand MLS	History: Continuity and Change Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British rule.		
<u>Expectation Unwrapped</u> The students will be able to show the impact of Greece, Rome, and the British Parliament on the creation of the US Constitution. Students will identify principles and structures of government in the previous systems that inspired or became a part of the US Constitution.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> This content may be assessed by, but not limited to, the following: <ul style="list-style-type: none">• Distinguish how parts of the US Constitution connect to previous models of government.• Given stimulus, determine the origin of specific plans/ideas proposed by members of the Convention:<ul style="list-style-type: none">○ Greece & Rome<ul style="list-style-type: none">▪ Direct democracy▪ Representative democracy (republic)○ British Parliament<ul style="list-style-type: none">▪ Bicameral legislature▪ Rule of law		<u>Sample Stems</u> <ul style="list-style-type: none">• Identify decisions at the Constitutional Convention that trace to previous government models. Chose one decision from your list and analyze the connection.• What information would you used from the document provided to explain how it was influenced by ____?• How would you compare the ideas of ____ to ____? Explain your answer.	
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.2.CC.D
Theme	Historical Foundations The foundations of American government were shaped by western ideas, which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	History: Continuity and Change Compare and contrast the structure and function of democratic governments and authoritarian governments, noting their impact on people, groups and societies.	
<u>Expectation Unwrapped</u> Students will be able to differentiate the effect that democratic governments and authoritarian governments have on peoples’ freedoms, protections, and civic participation. Students will sort or categorize various government types and systems based on their primary function. <ul style="list-style-type: none">Democratic governments-rely on the will of the people for authority and decision-makingAuthoritarian governments-rely on the power inherent in the government to justify itself, limiting the role of citizens		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> This content may include, but is not limited to, the following: <ul style="list-style-type: none">Describing the advantages and disadvantages of democratic and authoritarian governments<ul style="list-style-type: none">ParticipationMajority rule with minority rightsRights of citizensIdentifying the common qualities of all governments<ul style="list-style-type: none">The Four Characteristics of Government<ul style="list-style-type: none">Maintaining orderProviding public servicesProviding national securityProviding for the economySovereignty		<u>Sample Stems</u> <ul style="list-style-type: none">How would rights of a citizen in a democracy differ from those in an authoritarian government?Look at the chart provided and identify which are examples of ____ and which are examples of _____. What elements characterize these differences?According to the text, this would be an example of what type of government? How do you know?Drag and Drop the following items to the correct government it represents.
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.		

Government: Content Standard		9-12.GV.3.CC.A	
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.		
Strand MLS	History: Continuity and Change Explain how the central debates of the Constitutional Convention were resolved.		
Expectation Unwrapped Students will be able to explain the sources of conflict that emerged between the colonies at the Constitutional Convention. Students will show how compromise over disagreements on/about representation, slavery, and individual rights were resolved at the Constitutional Convention.		DOK Ceiling – 2	
		Item Format Selected Response, Constructed Response, Technology Enhanced	
Content Limits/Assessment Boundaries This content may include, but is not limited to, students being able to explain how the Connecticut Compromise and the 3/5 compromise solved the major debates of the Constitutional Convention: <ul style="list-style-type: none">• Representation<ul style="list-style-type: none">○ New Jersey Plan○ Virginia Plan○ Connecticut Compromise (the Great Compromise)• Slavery<ul style="list-style-type: none">○ 3/5 compromise• Bill of Rights – to be added after ratification of the Constitution		Sample Stems <ul style="list-style-type: none">• Explain the ____ plan/compromise at the Constitutional Convention.• How would you describe the debate over ____ when trying to ratify the Constitution? Why was this a concern and how was it resolved?• Why was the issues of representation a concern for ____? Explain how did the Great Compromise managed to address that concern.• Who benefitted and who was negatively impacted by the proposed compromises?• Who benefitted and who was negatively impacted by the agreed upon compromises?	
Stimulus Materials Graphic organizers, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.3.CC.B	
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.		
Strand MLS	History: Continuity and Change Explain how concerns over a strong central government were addressed to provide for ratification of the Constitution.		
<u>Expectation Unwrapped</u> The students will be able to critique the arguments of the Federalists and Anti-Federalists regarding the central government created by the US Constitution. Students should be able to explain how the Bill of Rights represents a compromise between the Federalists and Anti-Federalists.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> This content may be assessed by, but not limited to, the following: <ul style="list-style-type: none">Identify perspectives on the Constitution represented in quotes and excerpts from Federalists and Anti-Federalists.Sort/categorize arguments of Federalists and Anti-Federalists on the Constitution.Recognize the Bill of Rights as a form of limited government.		<u>Sample Stems</u> <ul style="list-style-type: none">How were concerns about a strong central government addressed at the Constitutional Convention?What examples from the following ____ would you use to explain how the following concerns over a strong central government were addressed by the ratification of the Constitution? Complete the chart provided.Match each of the following concerns about a strong central government to the solution that provided for ratification of the constitution.Describe how one of specific arguments between the Federalists and the Anti-Federalists was resolved through the Bill of Rights.	
<u>Stimulus Materials</u> The Federalist Papers, primary and secondary sources, charts, Venn diagrams			

Government: Content Standard		9-12.GV.3.CC.C
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	History: Continuity and Change Trace the significant changes in roles, powers and size of the three branches of government.	
Expectation Unwrapped Students will be able to identify how the power of the legislative, executive, and judicial branches has shifted and changed over time. Students will use primary and secondary sources to draw conclusions about how the roles of the three branches of government have increased or changed over time.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries This content may include, but is not limited to, the following: <ul style="list-style-type: none"> • With stimulus, draw a conclusion about the shifts in power amongst the three branches of government as a result of specific events or trends. • With stimulus, match the impacts of specific events with their impacts on the role/powers of government. • The Elastic clause • Commerce clause • <i>Marbury v. Madison</i> <ul style="list-style-type: none"> ○ Judicial expansion through precedent and the power of judicial review • The New Deal <ul style="list-style-type: none"> ○ Expansion of the executive bureaucracy • Civil Rights <ul style="list-style-type: none"> ○ 14th amendment (nationalization of the Bill of Rights) ○ Judicial activism (<i>Roe v. Wade</i>, <i>Brown v. Board of Education of Topeka</i>) • The war on terrorism <ul style="list-style-type: none"> ○ USA PATRIOT Act Limit: Must use prompt for this question.		Sample Stems <ul style="list-style-type: none"> • Explain the evolution of roles, powers, and size in the ____ branch over time. • What evidence from the timeline provided supports the following statement...? How do you know? • What is the relationship between the ____ and ____ as seen in the document provided? Explain your answer. • What were the causes of change illustrated in ____? Use evidence to make your claim. • Using ____, provide evidence to show society's changing views over the role of government over time. • What accounts for ____ expansion illustrated in this text? • Provide evidence from ____, ____, and ____ to show the ever-changing role of government in society.
Stimulus Materials Primary sources, newspaper headlines, current events, historical events, secondary sources, texts, charts, Venn diagrams		

Government: Content Standard		9-12.GV.3.CC.D	
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.		
Strand MLS	History: Continuity and Change Analyze the changing relationship between state and federal governmental powers.		
<u>Expectation Unwrapped</u> Students will be able to identify how the power of federal and state governments has shifted and changed over time. Students will use primary and secondary sources to draw conclusions about how the roles of each have changed over time.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> This content may be assessed by, but not limited to, the following: <ul style="list-style-type: none">• With stimulus, draw conclusions about the shifts in power between the federal and state governments because of specific events.• With stimulus, match impacts of specific events with their impacts on the role/powers of the federal and state governments.• Content may include<ul style="list-style-type: none">○ Exclusive powers○ Reserved powers○ Concurrent powers○ Federalism○ Supremacy clause○ <i>McCulloch v. Maryland</i>○ 14th Amendment○ 10th Amendment○ The myth of nullification		<u>Sample Stems</u> <ul style="list-style-type: none">• With stimulus, match impacts of specific events with their impacts on the role/powers of the federal and state governments.• How did the relationship between state and federal government change with the passing of ____? Explain using specific examples to support your answer.• How is ____ a reflection of the shifting powers of the ____ branch with relation to ____? Explain your answer. (Would also be a good one for previous standard)• Using ____ stimulus, compare and contrast the expanding role of the federal government with the language of the Constitution.	
<u>Stimulus Materials</u> Primary sources, newspaper headlines, current events, historical events, secondary sources, texts, charts, Venn diagrams			

Government: Content Standard		9-12.GV.4.CC.A	
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.		
Strand MLS	History: Continuity and Change Trace the changing power relationships between branches of the United States government over time.		
<u>Expectation Unwrapped</u> Students will be able to identify how history has shifted the power of the legislative, executive, and judicial branches. Students will also be able to explain how the roles of the three branches of government have changed overtime.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> This content may be assessed by, but not limited to, students drawing a conclusion through analysis of a prompt about the shifts in power among the three branches of government. The content may include <ul style="list-style-type: none">• The Elastic clause• <i>Marbury v. Madison</i><ul style="list-style-type: none">○ Judicial expansion through precedent and the power of judicial review• The New Deal<ul style="list-style-type: none">○ Expansion of the executive bureaucracy• Civil Rights<ul style="list-style-type: none">○ 14th Amendment (nationalization of the Bill of Rights)○ Judicial activism (<i>Roe v. Wade</i>, <i>Brown v. Board of Education of Topeka</i>)• The war on terrorism<ul style="list-style-type: none">○ USA PATRIOT Act		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain the changes among branches of government over time.• What examples from the following ____ supports the following statement: “The power and responsibility of the ____ branch increased significantly between ____ and ____ as a result of _____. Explain your answer.• According to the text, what is the reason the powers of the ____ branch were ____ and why is the relevant to ____?• Using ____ primary or secondary source, compare and contrast the ever-changing roles of the branches of government against the language of the Constitution.• Given ____ and ____ analyze the changing roles in the branches of government.• Given ____, ____, and ____ analyze the changing roles of the branches of government with individual rights of citizens. (Patriot Act should be one of stimulus documents)• Compare and contrast the changing roles of the branches of government over decades of time using ____ to provide evidence.	
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories			

Government: Content Standard		9-12.GV.4.CC.B	
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.		
Strand MLS	History: Continuity and Change Analyze changing ideals regarding an “active judiciary,” an “active legislature” and an “active executive branch” in United States government over time.		
<u>Expectation Unwrapped</u> Students will define judicial activism and judicial restraint and be able to cite examples of both. Students will be able to develop logical arguments to support judicial activism and judicial restraint.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: With stimulus, identify perspectives on the role of the judiciary, relevant to the following: <ul style="list-style-type: none">Judicial activism<ul style="list-style-type: none">Going beyond the words of the Constitution, inventing new legal and constitutional concepts (e.g., right of privacy)Judicial restraint<ul style="list-style-type: none">Strict constitutionalists, looking strictly at the Constitution to interpret its meaning		<u>Sample Stems</u> <ul style="list-style-type: none">Why might a citizen be hesitant about an active ____?The events referenced in this ____ are an example of an active ____ because ____.What might someone from ____ disagree with the statements made by Justice ____ in the decades prior to the Civil Rights Movement? Explain your answer.Cite evidence from ____ and ____ to argue for or against ____.	
<u>Stimulus Materials</u> Primary sources, Supreme Court cases, concurring and dissenting opinions, secondary sources, texts, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories			

Government: Content Standard		9-12.GV.4.CC.C
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand MLS	History: Continuity and Change Explain the powers and responsibilities of citizens and institutions to address and solve problems.	
<u>Expectation Unwrapped</u> Students will be able to develop a plan that seeks to solve a problem in their community, their state, or their country. Students will apply government concepts that have evolved over time and allow citizens to participate in government.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, students discussing their role in society and the tools available to them to prompt change: <ul style="list-style-type: none">• Referendum• Recall• Initiative• Petition• Advocacy		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		<u>Sample Stems</u> <ul style="list-style-type: none">• How might you address an issue in your community?• Which of the following statements below is an example of ____, and how is it an example of ____?• Which is the best solution to the problem described below and why?• Identify a problem using the stimuli provided. Using ____ problem, research to develop a solution.

Governmental Systems and Principles

Government: Content Standard		9-12.GV.2.GS.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas that culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	Governmental Systems and Principles Analyze how the codification of law impacted early civilizations and shaped enduring concepts government, law, and social order.	
Expectation Unwrapped The students will be able to evaluate how early civilization documents have influenced the US Constitution.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries This content may be assessed by, but not limited to, the students showing or recognizing the connection between early civilization documents (3500 BCE to 600 BCE) and American government. The content may include concepts from: <ul style="list-style-type: none"> • Hammurabi’s Code • Greek origins of Democracy • Roman origins of Republicanism including Twelve Tables • Bill of Rights <ul style="list-style-type: none"> ○ 4th Amendment (search and seizure) ○ 5th Amendment (property rights) ○ 8th Amendment (cruel and unusual) 		Sample Stems <ul style="list-style-type: none"> • Compare and contrast sections of ____ ancient text and US government documents. • What conclusions can you draw about the impact of ____ on the government concepts described below? Explain your answer. • Which of the following statements below best relates to the concepts found in ____ and how is it relevant to _____. Explain your answer. • Using ____ provide evidence to show how ancient civilizations ideas influenced the modern American government.
Stimulus Materials Primary sources, Hammurabi’s Code, secondary sources, text excerpts		

Government: Content Standard		9-12.GV.2.GS.B
Theme	Historical Foundations The foundations of American government were shaped by western ideas that culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	Governmental Systems and Principles Apply the concepts of natural law, social contract, due process of law, and popular sovereignty to explain the purposes and legacy of the Declaration of Independence.	
<u>Expectation Unwrapped</u> The students will be able to use enlightenment ideas and principles of government to analyze the historical, current, and future use of the Declaration of Independence. Students will be able to apply the following concepts in their explanations of the significance of the Declaration of Independence. <ul style="list-style-type: none">• Natural rights• Social contract• Due process of law• Popular sovereignty• Declaration of Independence		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> Content may include, but is not limited to, the following: <ul style="list-style-type: none">• Defining concepts of government found in the Declaration of Independence• Identifying where the concepts are used in the Declaration of Independence• Assessing how and if these concepts are embedded in American society today• Natural rights• Social contract• Due process of law• Popular sovereignty• Declaration of Independence Limit: Declaration of Independence or an identified passage about the Declaration of Independence may be used as a prompt.		<u>Sample Stems</u> <ul style="list-style-type: none">• Where do ____ appear in the Declaration of Independence? Where did that idea originate?• The concept of ____ as seen in the Declaration of Independence is most related to the current discussion of which of the following statements. Explain your answer.• Which of the following Enlightenment ideas is best explained by the statements taken from the Declaration of Independence? Match each statement with its appropriate concepts and explain how they are connected.• Drag and Drop or Check all that apply – Match the idea with its original document or Enlightenment thinker.
<u>Stimulus Materials</u> Primary sources, Declaration of Independence, secondary sources, paraphrased or analytical passages about the Declaration of Independence, political cartoons, pictures		

Government: Content Standard		9-12.GV.2.GS.C
Theme	Historical Foundations The foundations of American government were shaped by western ideas that culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand	Governmental Systems and Principles Describe the strengths and weaknesses of the Articles of Confederation to explain its failure as a national government.	
MLS		
<u>Expectation Unwrapped</u> Students will be able to explain the role that the Articles of Confederation played as America's first structure of government. Students will be able to describe the flaws within the Articles of Confederation that led to its eventual replacement at the Constitutional Convention.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> This content may be assessed by, but not limited to, identifying strengths and weaknesses of the Articles of Confederation: <ul style="list-style-type: none"> Weaknesses <ul style="list-style-type: none"> Lack of executive and judiciary Could not tax Could not enforce laws Unanimous vote needed to amend 9 out of 13 votes needed to write a law Strengths <ul style="list-style-type: none"> National Government Make connections to how those weaknesses were addressed by the Constitution of 1787.		<u>Sample Stems</u> <ul style="list-style-type: none"> Make a graphic organizer of strengths and weaknesses of the Articles of Confederation. Explain why each of the following powers granted to government by the Articles of Confederation was either a strength or weakness. Use evidence and your knowledge of American government to support your answer. Why was the ability of the government to ____ limited/granted by the Articles of Confederation and how did this decision contribute to ____?
<u>Stimulus Materials</u> Primary sources, Articles of Confederation, the Constitution, secondary sources, text critical of and in support of the Articles of Confederation, T-charts		

Government: Content Standard		9-12.GV.3.GS.A
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	Governmental Systems and Principles Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution.	
<u>Expectation Unwrapped</u> Students will be able to define and explain the importance of concepts of government that ensure limited government. Students will be able to use principles of government to analyze historical and current interpretations of the US Constitution.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> This content may include, but is not limited to, the following: <ul style="list-style-type: none">• Connecting principles of government to the US Constitution, noting selections from the US Constitution that represent these concepts• Assessing how principles of government are interpreted and applied in American government today The content may include the following: <ul style="list-style-type: none">• Rule of law• Representation• Due process of law• Popular sovereignty• Federalism• The US Constitution, including its amendments		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary sources, US Constitution, current events/headlines, secondary sources, texts interpreting the US Constitution		<u>Sample Stems</u> <ul style="list-style-type: none">• Make a graphic organizer of strengths and weaknesses of the Constitution.• Match each of the following concepts to the correct statement found in the Constitution. (Chart with statements and principles). Explain your answers.• Why might the founders have included ____ in the Constitution? Explain your answer.

Government: Content Standard		9-12.GV.3.GS.B	
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.		
Strand MLS	Governmental Systems and Principles Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.		
<u>Expectation Unwrapped</u> Students will be able to cite evidence from the Articles of Confederation and the US Constitution that incorporates the philosophies of natural rights (John Locke), the social contract, due process of law, and popular sovereignty. Students will draw conclusions about the extent to which each document allowed individuals and groups equal access to the ideals of equality represented in the Declaration of Independence.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> This content may include, but not limited to, students drawing connections between the ideas below with the Articles of Confederation and the US Constitution: <ul style="list-style-type: none">• Natural rights• Social contract• Due process of law• Popular sovereignty		<u>Sample Stems</u> <ul style="list-style-type: none">• Use evidence from the Articles of Confederation and Constitution to show ideals from the Dec. of Independence.• The DOI declared, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness.” Explain how this concept was/was not fulfilled by the 1789 Constitution. Use evidence to support your answer.• The DOI declared, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness.” Explain how this concept was/was not fulfilled by the subsequent amendments to Constitution. Use evidence to support your answer.• The DOI declared, “Governments are instituted among Men, deriving their just powers from the consent of the governed.” Explain how this concept was/was not fulfilled by the 1789 Constitution and then by the subsequent amendments. Use evidence to support your answer.	
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.3.GS.C
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	Governmental Systems and Principles Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.	
<u>Expectation Unwrapped</u> As a process, students will be able to <ul style="list-style-type: none"> Identify the roles, responsibilities, and powers of the three branches. Explain how each branch functions. Apply concepts to show how the three branches of government interact with one another. 		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none"> Identifying the branch(es) of government involved in decision-making Sorting governmental powers/responsibilities Explaining how branches of government function together to govern and make decisions Legislative-Creates laws How a bill becomes a law Committees (legislative and oversight) Elastic clause Executive-Enforces laws Executive orders Pardons Executive appointments President’s cabinet general role and function Roles of the president Judicial-Interprets Laws Judicial review Federal judicial court structure Supreme Appeals District 		<u>Sample Stems</u> <ul style="list-style-type: none"> Sort ____ government powers by branch. Explain how the ____ branch contributes to the process of how a bill becomes a law. Which of the following statements best explains how the elastic clause has utilized by the legislative branch? Explain your answer. What is the relationship between ____ and ____ as described in the following document? How do you know? TE: Drag and Drop the following pieces to create the proper order for how a bill becomes a law. Using these primary sources ____, describe the ever-changing role of the executive branch. (Should involve at least one example of an executive order) Create a graphic organizer that shows the roles of the three branches of government in the separation of powers. (Tree branches is a useful example)
<u>Stimulus Materials</u> Primary sources, Articles 1 through 3 of the US Constitution, executive orders, amendments that have changed the structure and roles of the three branches: 17th, 20th, 22nd, 25th, 27th (must use a prompt if using the amendments), headlines, examples of the president’s schedule, secondary sources, flow charts, lists		

Government: Content Standard		9-12.GV.3.GS.D
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	Governmental Systems and Principles Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders.	
<u>Expectation Unwrapped</u> Students will be able to define and identify the checks and balances of each branch. Students will be able to identify which branch is being checked and what type of check is happening (i.e., Students, when given a news article, will be able to say, “The judicial branch is using their power of judicial review to strike down an executive order to limit the power of the president.”) <ul style="list-style-type: none"> • The students will be able to explain how this system creates a balance between the three branches. • The student will be able to give examples of how the constitutional principle of checks and balances limits the powers of government and leaders. 		<u>DOK Ceiling – 2</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • Determine how the three branches check one another in a given scenario. • Determine how a specific check limits the power of another branch. • Provide examples to explain why we have a system of checks & balances: <ul style="list-style-type: none"> ○ Veto override ○ Veto ○ Impeachment ○ Judicial review ○ Judicial appointments ○ Senate approval ○ Limited government 		<u>Sample Stems</u> <ul style="list-style-type: none"> • Give an example of how each branch of government checks the other two. • Match each of the following headlines to the correct check and/or balance granted in the Constitution. Explain why this check is important today. • The use of ____ is an example of a check and/or balance because ____? Explain your answer. • Examine ____ document to determine that the ____ branch is checking and ____ branch is being checked. • Examine ____ court case verdict to determine the Supreme Court's use of Judicial Review.
<u>Stimulus Materials</u> Primary sources, Articles 1 through 3 of the US Constitution, executive orders, headlines, news stories, secondary sources, flow charts, lists, examples of political power grabs.		

Government: Content Standard		9-12.GV.3.GS.E	
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.		
Strand MLS	Governmental Systems and Principles Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.		
<u>Expectation Unwrapped</u> Students will be able to articulate the purpose of the amendments that apply to equality, people, and government. Students might benefit from grouping amendments that address similar purposes, for example, <ul style="list-style-type: none">Limits of Government: 1st Amendment, 4th Amendment, 5th Amendment, 8th AmendmentProtect the Individual: 2nd Amendment, 6th Amendment, 13th Amendment, 24th AmendmentEquality: 14th Amendment, 15th Amendment, 19th Amendment, 26th Amendment		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">Explain the purpose of the Bill of Rights, and why amendments to the US Constitution are important.Provided a scenario, identify rights or constitutional protections in specific amendments:<ul style="list-style-type: none">1st Amendment, 2nd Amendment, 4th Amendment, 5th Amendment, 6th Amendment, 8th Amendment, 13th Amendment, 14th Amendment, 15th Amendment, 19th Amendment, 24th Amendment, 26th Amendment		<u>Sample Stems</u> <ul style="list-style-type: none">Provided a scenario, identify rights or constitutional protections in specific amendments:Explain how each of the following amendments to the Constitution is an attempt to protect individual liberties and why. Use examples to support your answer.The addition of the ____ amendment is an example of how the government tried to _____. Explain your answer.The addition of the ____ amendment is an example of how individuals strived to achieve _____. Explain your answer.Examine the ____ document to determine which amendment resulted in its response.(Example. A soldier's petition for an 18-year-old's right to vote after fighting in the Vietnam conflict.)	
<u>Stimulus Materials</u> Primary sources, Constitutional amendments, secondary sources, interpretations of the amendments, charts, scenarios			

Government: Content Standard		9-12.GV.3.GS.F	
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.		
Strand MLS	Governmental Systems and Principles Compare the structure and functions of local, state and federal governments.		
<u>Expectation Unwrapped</u> Students will be able to identify ways in which the federal government and state governments are similar in purpose, structure, and function. Students will be able to explain how local government functions and structures are similar to federal and state governments.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">• Sort governmental structures of federal, state, and local institutions.• Explain how state or local governmental institutions make, enforce, and interpret laws.• Legislative-create laws<ul style="list-style-type: none">○ Congress, general assembly, city council• Executive-enforce laws<ul style="list-style-type: none">○ President, governor, mayor• Judicial-interpret laws<ul style="list-style-type: none">○ Supreme Court, state supreme courts, municipal courts		<u>Sample Stems</u> <ul style="list-style-type: none">• Create a chart with the structure and function of local/state/federal governments.• Create a graphic organizer that illustrates comparisons of the structure and functions of local, state and federal governments.	
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.4.GS.A	
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.		
Strand	Governmental Systems and Principles		
MLS	Evaluate the role and influence of contemporary political parties on government.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>	
Students will be able to identify the role that political parties play in government. Students will assess the role of political parties on elections, the operation of congress, and their influence on public opinion.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, the following: <ul style="list-style-type: none">• Explain how political parties impact the operation of government.• Determine the role of political parties in decision-making.• Determine the pros and cons of political parties in decision-making by the government:<ul style="list-style-type: none">○ Provide candidates for elections○ Inform the public about issues○ Gerrymandering		<ul style="list-style-type: none">• Name and evaluate three roles political parties play in the function of government.• Using ____ and ____ compare and contrast these contemporary political party ideals.• Evaluating the evidence provided, which political parties have had the biggest influence on government in modern times. How do you know?• Provide evidence based on the following stimulus ____ to show how certain political parties have changed over time.• In ____ period, what motivations exist for the creation of a new political party?• In ____ period, what motivations exist for the creation of a third political party?	
<u>Stimulus Materials</u>			
Primary sources, political party platforms, secondary sources, op-eds, maps, charts, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.4.GS.B	
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.		
Strand MLS	Governmental Systems and Principles Explain a citizen’s legal obligations, as well as opportunities for, engaging with and using local, state, and federal governments to shape decision-making.		
<u>Expectation Unwrapped</u> Students will be able to identify their civic responsibilities and civic duties. They will be able to explain how those responsibilities and duties affect their local region, their state, and their federal government.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">• Determine the significance of individuals and groups toward the promotion of the common good.• Differentiate between a citizen’s rights and responsibilities:• Rights<ul style="list-style-type: none">○ Voting○ Letter writing○ Protesting○ Attending meetings○ Educated and informed citizens○ Using initiative/referendum/recall• Responsibilities<ul style="list-style-type: none">○ Selective service○ Pay taxes○ Follow laws○ Jury duty		<u>Sample Stems</u> <ul style="list-style-type: none">• Identify and describe three rights and three responsibilities a citizen has.• Using ____, ____, ____ provide a list of citizens’ responsibilities and a list of rights. How do you know which is which? Why is it important to know the difference?• Where would you find the origins or mandates of those rights and responsibilities in the documents of American government? What is the historical context for that right/responsibility?	
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.4.GS.C
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand MLS	Governmental Systems and Principles Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level.	
<u>Expectation Unwrapped</u> Students will explain how elected federal and state government officials in the executive, legislative, and judicial branches are selected through elections, nominations, and confirmations. Students will explain how their votes select their local government structures (e.g. city council, governor, boards).		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none"> • General elections • Primaries • Electoral college • Direct elections • Procedures for nominating/ confirming judges, executive advisors/agency heads • Assessment items must use a prompt 		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary sources, electoral college maps (historical and hypothetical), charts, graphs, data, secondary sources, debates between direct election and the electoral college, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.		<u>Sample Stems</u> <ul style="list-style-type: none"> • Compare how your local/state/federal leaders are elected. • Contrast how your state runs elections to how other states do it. • Using the following maps and web resources ____, ____, ____, ____ and analyze how the Electoral College works. Analyze different ways a presidential candidate can obtain the necessary electoral votes. • What are the persuasive arguments to keep the Electoral College? What are the persuasive arguments to eliminate the Electoral College?

Geographical Study

Government: Content Standard		9-12.GV.2.G.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas that culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	Geographical Study Analyze how geography of North America influenced the governmental systems which developed there.	
<u>Expectation Unwrapped</u> Students will make observations about how physical and cultural geography affected the creation of the US Constitution, America’s Declaration of Independence, and historical changes to the processes of government.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">Physical separation of the colonies from EnglandSalutary neglectFederalism/state government/local government/citizen control		<u>Sample Stems</u> <ul style="list-style-type: none">Given a map, explain why the physical separation from the UK led to problems for the US colonists.Given a map, explain how the geography of North American led to different types of governments in the colonies under the control of England. How do you know this geography affected decisions that led to a desire for independence?
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.		

Government: Content Standard		9-12.GV.4.G.A
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand	Geographical Study	
MLS	Analyze state and federal electoral results to determine the influence of social, regional and demographic characteristics.	
<u>Expectation Unwrapped</u> Students will be able to look at election results and maps, then make generalizations and find trends about how groups of people have voted. This could also include students making election predictions based on data given. Students will use observations about voting behavior to make conclusions about the significance of these factors in voters’ choices. This standard might be extended by allowing students to make connections to the influence of these factors on their own political philosophies and beliefs.		<u>DOK Ceiling – 2</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: Analyze statistical data about elections to make conclusions about the impact of a diverse electorate on elections. Explain the trends represented by a set of data (tables, graphs, charts): <ul style="list-style-type: none">• Gender• Age• Ethnicity• Income• Religion• Education• Urban v. rural• Regional voting patterns		<u>Sample Stems</u> <ul style="list-style-type: none">• Given a voting map, what are two conclusions you could draw?• Given ____, ____, and ____ what can be inferred about the voting priorities of specific groups of people given ____ criteria (age, race, gender, ethnicity, religion, educational level, urban/rural). Have these patterns shifted over time? How do you know?
<u>Stimulus Materials</u> Primary sources, maps, data, charts, graphs, exit polls, census data, secondary sources, text about the factors that affect elections, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories		

Economic Concepts

Government: Content Standard		9-12.GV.2.EC.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas that culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	Economic Concepts Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures.	
<u>Expectation Unwrapped</u> Students will explain the theories of free market and mixed economy systems. Students will explain how various historic and/or contemporary fiscal policy decisions represent free market philosophies or more government-centered solutions. Students should be free to make their own conclusions about the proper approach to fiscal policy.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">• Define various economic systems.• Determine whether governmental decisions represent a free market approach or governmental intervention in the economy:<ul style="list-style-type: none">○ Capitalism○ Laissez-faire○ Mixed economies○ Socialism		<u>Sample Stems</u> <ul style="list-style-type: none">• Describe and analyze economic factors influenced the writing of the US Constitution.• Given a scenario, decide which type of economics is being used.• Given ____ and ____ stimulus, what can be inferred about our government’s shifting roles in economics.• Given ____ criteria, determine which type of economics you believe best fits the scenario. How did you decide?• What connections exist between economic thinking and civic duties and responsibilities?
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.		

Government: Content Standard		9-12.GV.3.EC.A
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	Economic Concepts Compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.	
Expectation Unwrapped Students will explain how the US Constitution addressed weaknesses of the Articles of Confederation regarding the economic powers granted to the federal government. Students will explain how expanded economic powers gave an advantage to the new nation: <ul style="list-style-type: none">• Trade• Monetary policy• Taxation		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries The content may include, but is not limited to, the following: <ul style="list-style-type: none">• Compare the following economic powers granted to the US Constitution and the Articles of Confederation. US Constitution <ul style="list-style-type: none">• Trade: Central government controls trade between the states and foreign governments.• Monetary Policy: Only the central government can coin money.• Taxation: Central government can mandate tax. Articles of Confederation <ul style="list-style-type: none">• Trade: No central government control, states could impose tariffs on one another• Monetary policy: Each state coined their own money.• Taxation: Central government could request money.		Sample Stems <ul style="list-style-type: none">• Make a graphic organizer to compare trade, monetary policy, and taxation under the Articles of Confederation and the Constitution.• Write three comparison statements regarding trade, monetary policy, and taxation under the Articles of Confederation and the Constitution. Then, working with a partner, explain the context or rationale for each comparison statement.
Stimulus Materials Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.		

Government: Content Standard		9-12.GV.3.EC.B
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	Economic Concepts Analyze the changing roles of government in the economy throughout United States history.	
<u>Expectation Unwrapped</u> Students, when given points in American history, can explain the extent to which that event resulted in the government having an increased role in the economy. Students will examine the trend of government involvement in the economy over time to make conclusions about the positive and negative impacts of these decisions.		<u>DOK Ceiling – 2</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">• With stimulus, identify whether the government’s role in the economy increased or decreased as a result of the following:<ul style="list-style-type: none">○ Laissez-faire○ National bank○ Federal Reserve○ New Deal○ Great Society○ Reaganomics		<u>Sample Stems</u> <ul style="list-style-type: none">• With stimulus, identify whether the government’s role in the economy increased or decreased as a result of the following:• Based on ____ governmental policy and ____ stimulus, determine the government’s role in the economy in that period. Provide evidence to support your answer.• Has this changed over time? How do you know?• Using ____, ____, ____, and evidence determine the positive and negative effects of ____governmental economic policy.
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.		

Government: Content Standard		9-12.GV.4.EC.A
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.	
Strand	Economic Concepts Analyze the role that people, businesses, and government play in taxation and spending required to maintain the public good.	
MLS		
<u>Expectation Unwrapped</u> Students will be able to show the value and virtue of paying taxes to benefit individual people and businesses. The students will be able to identify public goods (e.g., schools, roads, national defense, police, and parks). Students will analyze data to make conclusions about the major sources of revenue and spending by the federal government.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">• Explain how fiscal policy determines who pays taxes and the effect of those decisions on individuals and groups.• Explain how collected taxes are used. Stimulus must be provided.		<u>Sample Stems</u> <ul style="list-style-type: none">• Explain how fiscal policy determines who pays taxes and the effect of those decisions on individuals and groups.• Explain how collected taxes are used.• How does understanding how taxes are spent make you a more educated citizen?• Define the concept of “public good.” Using your own thinking, what aspect of “public good” does the government not currently support with your tax dollars or supports at an insufficient level? What recommendations would you make to encourage rethinking that spending? What evidence can you use to support your position?
<u>Stimulus Materials</u> Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.		

People, Groups, and Cultures

Government: Content Standard		9-12.GV.2.PC.A
Theme	Historical Foundations The foundations of American government were shaped by western ideas, which culminated in the 17th and 18th century. Steps taken in creating new governments were based on Enlightenment values of liberty, equality, and justice. The foundations of American government reveal that the experiment of self-rule was not a sudden change brought about by the Declaration of Independence, but a gradual shift in attitude based on social and political experiences.	
Strand MLS	People, Groups, and Cultures Analyze the varying perspectives of individuals and groups to explain emerging divisions and political philosophies as the United States was founded.	
<u>Expectation Unwrapped</u> Students will be able to show how political differences began to emerge during the Constitutional Convention and ratification debate. Students will be able to critique the arguments of the Federalists and Anti-Federalists regarding the expanded role of the federal government represented by the Constitution. Students might extend their understanding by drawing connections between these issues and contemporary political divisions.		<u>DOK Ceiling – 3</u>
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none"> Analyze debates, critiques, and perspectives of individuals and groups regarding the Constitution and explain how perspectives of both sides are represented by early political parties. Sort perspectives (quotes, excerpts) of Federalist and Anti-Federalist writers. <ul style="list-style-type: none"> Federalists-Strong central government (Hamilton, Madison, Jay) Anti-Federalists-Strong state governments (Henry, Mason, Sam Adams, R.H. Lee) 		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
<u>Stimulus Materials</u> Primary sources, Federalist Papers, Anti-Federalist Papers, writings from Jefferson and Hamilton, writings from the Federalists and the Democratic-Republicans, secondary sources, charts.		<u>Sample Stems</u> <ul style="list-style-type: none"> Compare/contrast Federalist and Anti-federalist positions on X using evidence from ____. Using ____ historical evidence, determine a connection to this ____ contemporary event. What can you infer about how earlier political party members from ____ party would possibly have felt about this current event? How do you know?

Government: Content Standard		9-12.GV.3.PC.A	
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.		
Strand MLS	People, Groups, and Cultures Analyze the varying perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.		
<u>Expectation Unwrapped</u> Students will be able to explain how the role of the government and the role of the individual have changed overtime.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">• Examples through time in which the role of government and the role of individuals have been challenged:<ul style="list-style-type: none">○ Federalist and Anti-Federalist○ Civil rights movement○ New Deal○ Great Society○ New conservatism		<u>Sample Stems</u> <ul style="list-style-type: none">• Using a current news article, how do people see this similarly and differently given their lenses?• Using ____ as evidence (two or three different stimuli), how do specific individuals over time and space view the role of government differently?• Teacher selects key issues from eras across American history. Students then research differing viewpoints on that key issue, i.e. FDR’s attempt to expand the Supreme Court or the ERA amendment to the US Constitution, or lowering the voting age to 18....	
<u>Stimulus Materials</u> Primary sources, photographs, presidential record, Federalist Papers, Anti-Federalist Papers, secondary sources, charts, graphs, texts, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.3.PC.B
Theme	Structure of Government Upon gaining independence from Great Britain, the newly formed nation, governed by the Articles of Confederation, seemed ready to collapse. The creation of the American Constitution developed as a necessity due to the weaknesses found in that first government. The convention resulted in many compromises that shaped its structure and function. Debates and propaganda highlighted significant differences in perspectives on the role of government and state power. These compromises and debates created a Federal government that would change and expand over time as each generation applied the document to fit the needs of the nation.	
Strand MLS	People, Groups, and Cultures Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.	
Expectation Unwrapped Students will be able to show that all decisions, personal and governmental, have intended and unintended consequences. Students will make predictions about the outcomes of a political decision and be able to identify the subsequent consequences and benefits.		DOK Ceiling – 3 Item Format Selected Response, Constructed Response, Technology Enhanced
Content Limits/Assessment Boundaries The content may include, but is not limited to, the following: <ul style="list-style-type: none"> Identify the pros and cons of governmental decisions. Separate the intended and unintended consequences of a specific governmental decisions on individuals and groups: <ul style="list-style-type: none"> Civil Rights and Civil Liberties – Intended Example: Brown v. Board of Education intended to desegregate schools; Unintended Example: Brown v. Board of Education resulted in forced busing, broken communities, and school closures Affirmative Action – Intended Example: To provide minorities with opportunities and to create more equality amongst individuals and groups in society; Unintended Example: The underlying messages about people’s value and worth Fiscal Policy, Intended Example: The food stamp program is to provide an assistance to those in need, Unintended Example: Long-term dependency on the welfare program Tax Policy – Intended Example: Items that society sees as important (home ownership, education, cola tax) are incentivized; Unintended Example: Market saturation of homes, increased cost of education, impoverished people have less money Right-To-Work – Intended Example: Creates more job opportunities for individuals; Unintended Example: Decrease overall wages Immigration Policy – Intended Example: Improves the economy and safety of Americans; Unintended Example: Creates a large group of non-citizens that exist within the country that are not protected or documented Environmental Protection Agency – Intended Example: Improves the environment locally, nationally, and globally; Unintended Example: An increase in cost to businesses and a decrease in economic efficiency 		Sample Stems <ul style="list-style-type: none"> Identify the pros and cons of governmental decisions. Separate the intended and unintended consequences of a specific governmental decisions on individuals and groups: Given the following criteria and examples, provide a list of the intended and unintended consequences of a past governmental action. Using the same criteria and examples, analyze a modern problem and predict the possible intended and unintended consequences of ____ government action.
Stimulus Materials Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.		

Government: Content Standard		9-12.GV.4.PC.A	
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.		
Strand	People, Groups, and Cultures		
MLS	Explain how political parties and interest groups reflect diverse perspectives and are influenced by individuals.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>	
Students will compare and contrast the purpose and function of political parties and interest groups, noting the opportunities for individuals to participate in each. Students will explain how various political parties and interest groups represent a wide range of beliefs, concerns, and issues.		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
The content may include, but is not limited to, the following: <ul style="list-style-type: none">• Compare ways for individuals to be involved in political parties and interest groups.• With stimulus, determine whether a scenario represents a political party or interest group.• With stimulus, determine the influence of money on political parties and interest groups.• Discuss events that cause interest groups to form.<ul style="list-style-type: none">○ Campaign financing<ul style="list-style-type: none">▪ PAC▪ Super PAC○ Lobbyists○ Citizens United v. Federal Election Commission		<ul style="list-style-type: none">• Compare ways for individuals to be involved in political parties and interest groups.• With stimulus, determine whether a scenario represents a political party or interest group.• With stimulus, determine the influence of money on political parties and interest groups.• Using ____ and ____ stimulus to compare and contrast conflicting perspectives across the United States on a modern political issue.• Given the following examples, explain why lobbying is such a powerful tool in government today. Use evidence to support your answer.	
<u>Stimulus Materials</u>			
Primary sources, mission statements from interest groups, narratives, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.4.PC.B	
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.		
Strand MLS	People, Groups, and Cultures Evaluate factors that shape public opinion on elections and policy issues.		
<u>Expectation Unwrapped</u> Students will be able to draw conclusions about the opinion of different groups based on opinion polls. Students will explain the role of the media (TV, Internet, print) in shaping public opinion, and recognizing the influence of events on elections and on governmental decision-making.		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">• With stimulus, determine how public opinion can be shaped by the diverse interests of individuals.• With stimulus, determine the extent to which various formats of media influence public opinion and electoral decisions.• Identify factors that shape the perspective and opinions of individuals<ul style="list-style-type: none">○ Gender○ Race○ Age○ Income○ Religion○ Rural and urban• Identify influence of the media in shaping public opinion (Internet, TV, newspapers).<ul style="list-style-type: none">○ Media bias○ Framing of issues○ News agenda (what gets covered)○ Use of media during elections		<u>Sample Stems</u> <ul style="list-style-type: none">• Given a news article on a policy issue, how might different people perceive the issue in different ways?• Given multiple stimuli, analyze how the media has shaped political opinions of a specific group of people.• Given ____ and ____ resources, determine whether a media source is factually accurate. How do you know?	
<u>Stimulus Materials</u> Primary sources, data, poll numbers, party platforms, current or historical event materials in print and/or electronic format such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			

Government: Content Standard		9-12.GV.4.PC.C	
Theme	Government in Action The ability to be civically engaged relies upon an understanding of the historical foundations, structure and functions of American government. Students should recognize the ways in which decisions are made and how they might influence the government. In achieving this, the student will be equipped with the rationale, knowledge, and skills necessary to realize the promise of American ideals.		
Strand MLS	People, Groups, and Cultures Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.		
<u>Expectation Unwrapped</u> Students will be able to explain what will likely occur when the government does not serve the people or respond to the people. Students will be able to explain what will likely occur when a person does not fulfill their civic responsibilities and civic duties.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced	
<u>Content Limits/Assessment Boundaries</u> The content may include, but is not limited to, the following: <ul style="list-style-type: none">• Making predictions or observations about the reactions of the people in response to an unpopular law, executive order, and/or policy• Protests, elections, boycotts, unrest, disorder• Making predictions or observations about what will occur individually or on a large scale if people fail to fulfill their responsibilities and duties• Representatives that do not align to the will of the people, deteriorating infrastructure, legal consequences, perception of the government’s legitimacy, economic decline		<u>Sample Stems</u> <ul style="list-style-type: none">• Make a prediction or observation about the reactions of the people in response to an unpopular law, executive order, and/or policy.• Provided a scenario, make a personal argument in response to a governmental action. Predict how it would affect you or society. How do you know? What makes you feel the way you feel? Provide evidence to support your thoughts.	
<u>Stimulus Materials</u> Primary sources, headlines about protests, op-eds, photographs, political cartoons, secondary sources, texts about past rebellions, current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories.			